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being considered by the University of Michigan. Three chapters contain essays on German education which were published during the war. They attempt to set forth the essential differences between German and American ideals of education. The last chapter describes the "Harvard Graduate School of Education" which is being established.

One might raise a question as to why such an excellent monograph as the first three chapters would make should be made to carry an equal amount of loosely associated material. The last eight chapters are interesting and have individual value, but are not more closely related to the theme of the book than many other articles which might have been included. The busy school administrator would doubtless appreciate the book more if there were fewer "riders" attached.

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*An experiment in pupil self-government.*—Numerous articles of a theoretical nature dealing with the possibilities of pupil self-government, and occasional accounts of such experiments, have been published. The idea is old, but each year brings reports of new attempts to work out a successful plan. Professor Craddock gives an interesting and optimistic discussion<sup>1</sup> of an attempt at pupil self-government in an English secondary school for boys. The experiment differs from many of those which have been tried, in that it was confined to the classroom rather than extended to the entire school. The first part of the book describes in detail the way the plan originated and the manner in which it actually operated during the first two years of trial. This much of the discussion would be of interest to teachers in the upper grades of the elementary school. It also contains some excellent suggestions regarding the social control of a class group. The latter part of the book is introduced by the statement, "As far as I can see, there is no valid reason why the scheme thus outlined could not be applied to a larger unit than the class, standard, or form. There is, in my opinion, everything to be gained by its extension to the whole school (p. 58). From this point on his discussion is theoretical and his conclusions are open to question. The book is well written and presents with fairness both the merits and defects of the scheme proposed.

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*An elementary book in household art.*—For a long time there has been a definite demand for an elementary textbook in household art suited to the grades in village and city schools. A recent volume by Cooley and Spohr<sup>2</sup> is an attempt to meet such a demand.

Volume I introduces in simple story form the problems of the family budget, home furnishing, care of the baby, textiles and sewing, and the selection of

<sup>1</sup> ERNEST A. CRADDOCK, *The Class-Room Republic*. London, England: A. & C. Black, Ltd., 4 Soho Square, 1920. Pp. iv+80.

<sup>2</sup> ANNA M. COOLEY and WILHELMINA H. SPOHR, *Household Arts for Home and School*. New York: Macmillan Co., 1920. Vol. I, pp. ix+433. \$1.50. Vol. II, pp. viii+436. \$1.60.